

DOCUMENT RESUME

ED 438 475

CE 079 813

TITLE Career Development in Maryland: Guiding the Future.
INSTITUTION Maryland State Dept. of Education, Baltimore. Div. of Career Technology and Adult Learning.
PUB DATE 2000-00-00
NOTE 35p.; Funded by the Carl D. Perkins Vocational and Technical Education Act of 1998 through the Maryland State Department of Education.
AVAILABLE FROM Maryland State Dept. of Education, Division of Career Technology and Adult Learning, 200 W. Baltimore St., Baltimore, MD 21201. Tel: 410-767-0518. Web site: <http://www.msde.state.md.us>.
PUB TYPE Guides - Non-Classroom (055) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavioral Objectives; Career Choice; *Career Development; Career Education; *Curriculum Development; *Education Work Relationship; High Schools; Learning Activities; Models; Postsecondary Education; Program Development; Program Implementation; State Curriculum Guides; State Standards
IDENTIFIERS *Maryland

ABSTRACT

This document provides guidelines for career development in Maryland that are intended to get all of Maryland's high school graduates prepared for employment and the pursuit of further education by the year 2002. The guide covers the following six topics: (1) career development and school reform; (2) career development--a foundation for achieving educational goals; (3) the Maryland career development model; (4) the career development process; (5) student outcomes and suggested activities based on the Maryland career development model; and (6) the career development system implementation process. An appendix, which is almost half the document, provides career development self-assessment rating sheets for local school systems and postsecondary institutions. (KC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

CAREER DEVELOPMENT IN MARYLAND

GUIDING THE FUTURE



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Eric

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

**Maryland State Department of Education
Division of Career Technology and Adult Learning
Division of Student and School Services**

**200 West Baltimore Street
Baltimore, Maryland 21201**

ACKNOWLEDGEMENTS

The Maryland State Department of Education (MSDE) is grateful to all who have contributed to the development of this publication. Special appreciation is accorded to the following individuals.

MSDE established the Career Development Steering Committee, a cross-divisional team, to provide direction concerning implementation of the Career Development Model:

Carol Ann Baglin, Special Education (SPED)
JoAnne Carter, Student and School Services (DSSS)
Katharine Oliver, Career Technology and Adult Learning (DCTAL)
Margaret Trader, Instruction and Staff Development
Lynne Gilli, DCTAL
Lynn Linde, DSSS
Lisa Cook, DCTAL
Amy Pleet, SPED
Richard Scott, DSSS

MSDE has established the Career Development Advisory Committee, a statewide team of local leaders, to provide assistance in the dissemination and promotion of the Career Development Model:

T'Wana Bell-Warrick, Prince George's County Public Schools
LaVerne Buchanan, TransCen, Inc.
Jasmin Duckett, Maryland Occupational Information Coordinating Council (MOICC)
Geraldine Hicks, U.S. Army
Marianne Hollerbach, MSDE
Beverly Kerkam, Carroll County Public Schools
Diane Weaver, Frederick Community College
Marla Weisenberg, Prince George's County Public Schools
Cydney Wentzel, Harford County Public Schools

For more information, please contact:

Specialist in Guidance
Phone: (410) 767-0288

Tech Prep Specialist
Phone: (410) 767-1904

State of Maryland
Parris N. Glendening
Governor

The Maryland State Board of Education

Walter Sondheim, Jr., President, Baltimore	2003
Edward Andrews, Rockville	2000
Raymond V. "Buzz" Bartlett, Columbia	2001
Jo Ann T. Bell, Bowie	2002
Philip S. Benzil, Westminster	2000
Reginald Dunn, Mitchellville	2003
George W. Fisher, Sr., Denton	2001
Marilyn D. Maultsby, Baltimore	2002
Judith A. McHale, Chevy Chase	2001
Edward Root, Cumberland	2003
John Wisthoff, Pasadena	2000
David M. Iseminger, Student Member, Hagerstown	2000

Nancy S. Grasmick
State Superintendent of Schools
A. Skipp Sanders
Deputy State Superintendent for Administration
Richard J. Steinke
Deputy State Superintendent for School Improvement Services
Katharine M. Oliver
Assistant State Superintendent
Division of Career Technology and Adult Learning
Lynne M. Gilli
Chief, Career and Technology Education
Instructional Branch, Division of Career Technology and Adult Learning

A STATEMENT OF PURPOSE

Maryland's Career Development Model is designed to assist educators in planning, developing, and implementing a career development system from grades K through 16. It provides a philosophical foundation and a broad outline from which educators may construct career development programs. The materials presented will aid local school systems as they engage in the following activities:

- Planning local curricula.
- Developing a local philosophy.
- Defining a local scope and sequence.
- Evaluating the extent to which the goals and subgoals are contained in current curricular offerings.
- Identifying needed curricular content and instructional strategies.

INTRODUCTION

Career development is a process that begins in childhood and continues throughout life. The process involves learning about individual likes and dislikes, skills and abilities, and the world of occupations, and using that knowledge to make decisions about education, careers, and life goals. Helping all students K-16 to learn how to use a career development process is the combined responsibility of parents, the community at large, education, and students themselves. The educational system plays a vital role in the career development process. It is responsible for implementing a systematic process through which students can develop the skills and knowledge necessary to make appropriate, informed decisions concerning education and careers and prepare for lifelong learning.

A career development system is:

- **Collaborative-** It involves a partnership among all aspects of education and the community
- **Comprehensive-** It provides career development information and services for all students
- **Systematic-** It uses a planned, sequential approach to the delivery of career development services
- **Interdisciplinary-** It provides career development information and services through a blended instructional process within all curriculum areas
- **Competency-Based-** It documents student achievement of career development competencies

Seven process steps form the foundation of Maryland's Career Development Model:

- **Self Awareness-** Students discover their interests, skills, strengths and weaknesses and how they relate to career choice
- **Career Awareness-** Students participate in career assessments, learn about the world of work in general, and gain information about specific career fields
- **Career Exploration-** Students have opportunities to spend time exploring and asking questions about a variety of career fields
- **Planning/Decision-making-** Students learn how to use a decision-making process and apply it to developing educational and career plans
- **Career Preparation-** Students engage in learning that will prepare them for postsecondary education and careers and gain valuable experience at selected worksites
- **Job Seeking/Advancement-** Students learn the key skills needed in getting, keeping, and advancing in their chosen career fields
- **Career Satisfaction/Refocus/Transition-** Once entered into a career field, individuals use the career development process to assess their satisfaction, and make further career and life decisions

While the process steps may take place at various grade or postsecondary levels, with specific and appropriate activities, every step is necessary to a comprehensive career development system. Achievement of competencies associated with the process steps will help ensure that students meet the goals of public education in Maryland and are prepared for employment and to pursue further education. Further, once students have learned how to use the career development process, they will be able to use it throughout their lives.

BACKGROUND

The concept and the reality of career development have traveled a long way in Maryland during the past few years. Beginning with a state-level commission to study vocational-technical education in Maryland, career development has moved through several stages: the convening of a design team; the assembling of a state team; and the ongoing effort to assist local school systems and community colleges with the design of comprehensive career development programs. At each step along the way, career development has benefited from and has enhanced the school improvement movement in Maryland.

In 1988, the Governor's Commission on Vocational-Technical Education presented the results of its findings. In its report, *Fulfilling the Promise*, the commission recommended that vocational-technical education be restructured. As part of that effort, commission members called for more effective and responsive "career guidance and placement." In response, the Maryland State Department of Education, Division of Vocational-Technical Education, created several design teams, each led by a consultant and composed of knowledgeable professionals, to develop designs for a new system.

One of those design teams was assigned the responsibility for developing a system for "career guidance and placement." The team, whose members ranged from State Department of Education staff to secondary and postsecondary teachers and counselors, and local supervisors of guidance and vocational education, met for two days in the summer of 1990. The product of their work became the foundation for Maryland's Career Development Model.

Deciding that the term "career guidance" represented only a small, though important, component of a process that should enable all students to make informed career and educational choices and prepare for lifelong learning, members of the team chose the term "career development" to reflect that larger process. Career development, a developmental and sequential process, depends on entire communities to achieve its goals: teachers, counselors, parents, and community employers. The model that team members designed, with its seven process steps, addressed the entire continuum of career development.

To bring the design team's work to reality, a State Department of Education team was assembled and given the task of providing technical assistance in implementing comprehensive career development programs to local school systems and community colleges. The State Department of Education team established the Maryland Career Development Steering Committee, charged with providing direction concerning implementation of the Career Development Model.

CAREER DEVELOPMENT AND SCHOOL REFORM

Coinciding with the creation of the Career Development Model, Maryland embarked on an ambitious course of school reform. Schools for Success came to encompass new, more rigorous graduation requirements, as well as performance-based testing:

- Graduation requirements eliminated the general track and mandated that all students graduate prepared for employment and to pursue further education.
- School Improvement Teams organized to implement reform at the local level.
- The High School Assessment, with its emphasis on Core Learning Goals and content standards, will assure that students graduating from Maryland schools have the academic skills to succeed.
- Skills for Success, one component of the Core Learning Goals, addresses students' need to think creatively, solve problems, and communicate effectively.
- Tech Prep, a college preparatory program designed to combine high academic standards with technical programs that span secondary and postsecondary levels, has reinforced the need to incorporate career development services early in the education process.
- Career Connections, Maryland's School-to-Careers initiative, works within and extends the system of school reform. In Career Connections, high schools are organized by career cluster, blended instruction helps students connect theory and application, and every student has access to career development services and work-based, experiential learning opportunities.

All these reforms make career development even more important; without strong, comprehensive career development systems, students would not be able to rationally select and prepare for careers, or succeed in an increasingly complex world. Maryland's Career Development Model, and the process developed to implement it, have become invaluable to educational systems and institutions.

CAREER DEVELOPMENT: A FOUNDATION FOR ACHIEVING EDUCATIONAL GOALS

Career development may be seen as a foundation that supports both state and federal-level education initiatives, as shown in the accompanying illustration. As part of its *Schools for Success* initiative, Maryland adopted state goals that parallel federal goals, for example the goal that appears at the top of the illustration: **By 2002, 100% of Maryland high school graduates will be prepared for employment and to pursue further education.**

Supporting the achievement of that goal are several tools:

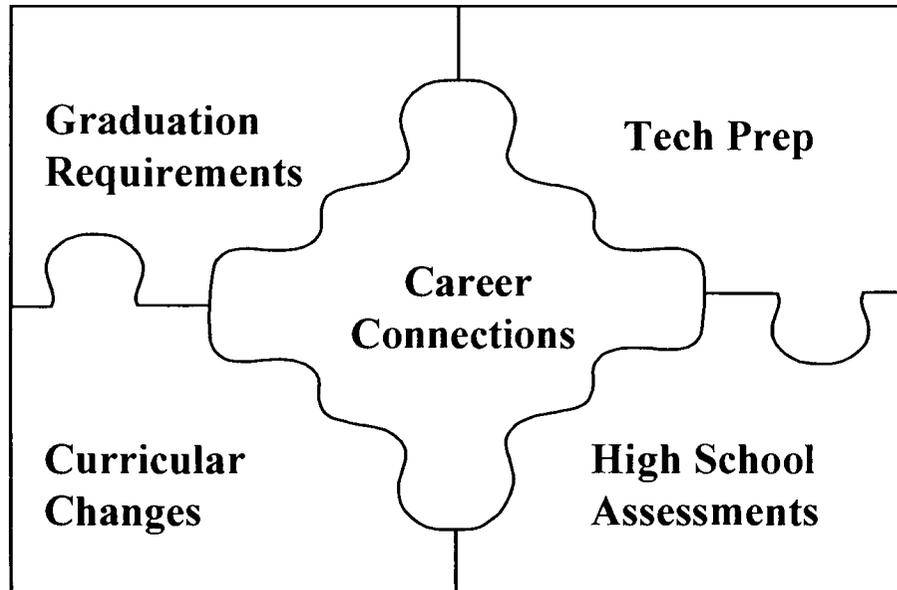
- new and more rigorous graduation requirements, which include the requirement that all students complete a four-year educational plan and a career plan, no later than the beginning of the ninth grade, and that these plans are updated yearly;
- curricular changes that include Maryland's Core Learning Goals and content standards, as well as requirements that have eliminated the general track, thus assuring that all students will be prepared for employment and to pursue further education;
- the Maryland School Performance Program; and
- federal initiatives, including Tech Prep and School-to-Work (Career Connections in Maryland).

Comprehensive career development systems form the foundation on which the tools are anchored. It is well documented that students who view school as meaningful and relevant to postsecondary plans, and who are engaged in learning, are much more likely to graduate from high school and to succeed in postsecondary education than students who perceive little relationship between school and other parts of their lives. Since students must make selections of high school pathways in middle school, they will need access to appropriate education and career information prior to making those selections. To help students make connections between what they are studying and its relevance to their current and future lives, career development concepts and information will be woven throughout the curriculum. The issue is not one of "either/or," in other words, making a choice between academic subjects or career information. We will do both, and the result will be students who will be prepared to successfully navigate their future career and life pathways.

THE GOAL



THE TOOLS



CAREER DEVELOPMENT MODEL: THE FOUNDATION

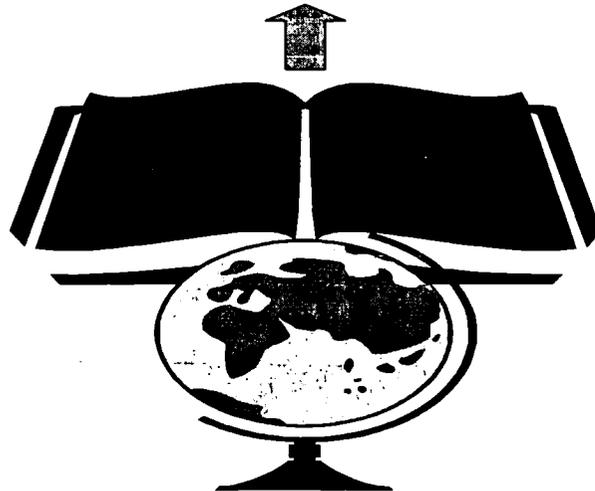


Figure 1

MARYLAND CAREER DEVELOPMENT MODEL

The seven steps of Maryland's Career Development Model can be depicted in two ways: a graphic configuration, with the steps shown in a sequential format as in Figure 2 below; and in a circular fashion, emphasizing that career development is truly an ongoing, lifelong process, as in Figure 3.

Figure 2

<i>PROCESS STEP</i>	<i>K-5</i>	<i>6-8</i>	<i>9-12</i>	<i>ADULT/ POST SECONDARY</i>
1. Self Awareness	X	X	X	X
2. Career Awareness	X	X	X	X
3. Career Exploration		X	X	X
4. Planning/Decision-making		X	X	X
5. Career Preparation			X	X
6. Job Seeking/Advancement			X	X
7. Career Satisfaction/Refocus/Transition			X	X

Career Development Process

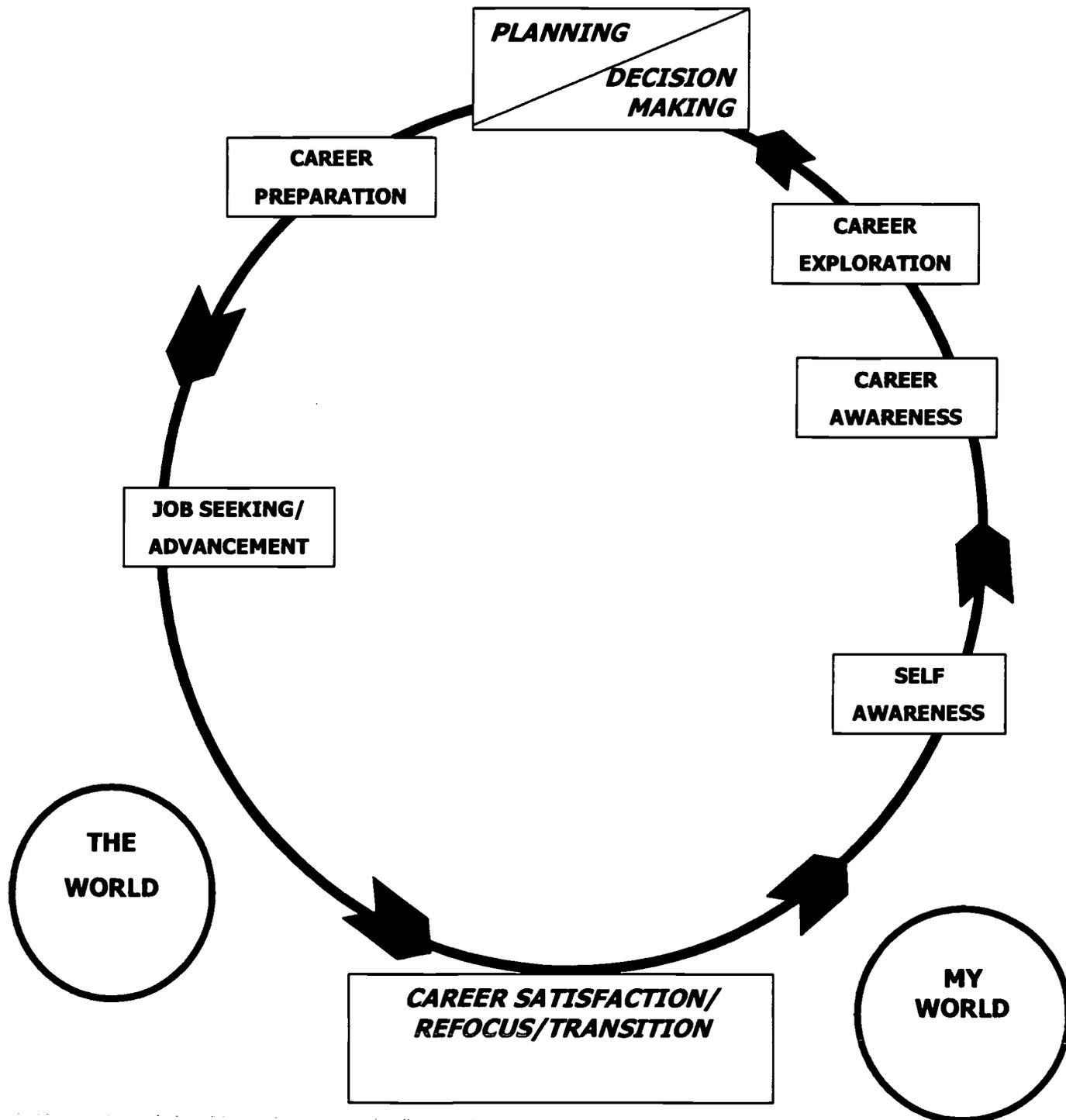


Figure 3

This depiction of the career development model emphasizes the ongoing nature of the career development process. Once learned and experienced, the career development process can be re-entered and used throughout an individual's lifetime.

**MARYLAND CAREER DEVELOPMENT MODEL
STUDENT OUTCOMES AND SUGGESTED ACTIVITIES**

Figure 4

PROCESS STEP	STUDENT OUTCOMES	SUGGESTED ACTIVITIES
<i>SELF AWARENESS</i>	Identify and assess personal interests, abilities, strengths and weaknesses, and their influence on career choices	Curriculum connections and blended instruction; family involvement; classroom developmental guidance; assessment
<i>CAREER AWARENESS</i>	Demonstrate the ability to locate, use, and understand career information; demonstrate knowledge of a variety of career clusters; describe possible career choices, based on results of formal and informal assessment	Use of career resources; visits to career centers; use of VISIONS, VISIONS PLUS and/or EXPLORE CAREERS on the Internet at http://www.careernet.state.md.us; other career information on the Internet and other software; curriculum connections and blended instruction; develop information on several career clusters for portfolio; field trips; parent involvement; formal and informal assessments of interests and abilities, with interpretation
<i>CAREER EXPLORATION</i>	Describe potential outcomes of career decisions	Job shadowing; informational interviewing; parent involvement; short-term hands-on exploration activities; mentoring activities
<i>PLANNING/DECISION-MAKING</i>	Develop a career plan	Group guidance activities; curriculum connections and blended instruction; assessment; parent involvement; decision making activities; portfolio development
<i>CAREER PREPARATION</i>	Demonstrate skills to enter and participate in education and training	Career clusters; Tech Prep; curriculum connections and blended instruction; cooperative education; internships; mentoring activities; assessment
<i>JOB SEEKING/ADVANCEMENT</i>	Demonstrate skills to prepare to seek, obtain, and maintain jobs	Curriculum connections and blended instruction; assessment; resume preparation; interviewing practice; portfolio development; develop and update career plan
<i>CAREER SATISFACTION/ REFOCUS/TRANSITION</i>	Demonstrate skills to make career transitions	Needs assessment; teach self evaluation skills; develop and update career plan

CAREER DEVELOPMENT SYSTEM IMPLEMENTATION PROCESS

When combined with a systematic, collaborative approach to implementing student career development competencies, the process steps of the Career Development Model provide the framework for a comprehensive career development system. The following represents a suggested process for implementing a comprehensive career development system. If a local school system completes the first four steps delineated below, the system is ready to do a self-assessment, which is included in the Appendix.

- Organize a steering committee with representatives from all constituent groups
- Develop a vision for a career development system
- Review the National Career Development Guidelines, published by the National Occupational Information Coordinating Committee
- Establish draft student career development competencies
- Conduct a self assessment that includes a review of current career development programs and activities, and the extent to which they are being implemented for all students
- Identify gaps in the currently existing career development program
- Make recommendations for program development by level: elementary, middle, high, adult
- Develop a system-wide program model, including benchmarks and evaluation strategies, and how student competencies will be documented
- Develop timelines, budget, and persons or offices responsible
- Present the model to appropriate staff for feedback
- Obtain support from constituent groups
- Complete a curriculum match between career development competencies and currently existing curriculum
- Develop appropriate materials and resources
- Plan and carry out appropriate staff development activities
- Monitor implementation and ongoing progress, both system-wide and school-specific

APPENDIX

CAREER DEVELOPMENT SELF ASSESSMENT FOR LOCAL SCHOOL SYSTEMS AND POSTSECONDARY INSTITUTIONS

This Career Development Self Assessment has been prepared by current and former staff members of the Maryland State Department of Education, with contributions from local school systems and postsecondary colleagues, as well as members of the Maryland Career Development Advisory Committee. It is designed for two purposes: to assist local school systems and postsecondary institutions to assess their career development services and needs as part of program development and improvement; and to assist in the identification of exemplary career development delivery systems. The self assessment coordinates with Maryland's Career Development Model, which defines and describes a kindergarten through adult continuum of career development services.

The self assessment is organized around three elements: Policy, Structure; and Delivery System/Implementation. A goal is stated for each element, followed by quality indicators of achievement. Those completing the self assessment assign a numerical rating for each quality indicator, indicating to what extent they believe it has been achieved. There is also a place for comments and ideas for actions to be taken. Many quality indicators in the local school system assessment may be assessed by the system as a whole as well as by individual schools.

It is suggested that staff members first review the assessment to determine what needs to be collected or identified in order to complete the assessment, for example, local policies relating to career development, as well as who should be involved in the assessment. It is also recommended that the assessment be conducted as a group, with a facilitator from outside the system or college who is familiar with career development services. Once the assessment has been completed, the group may then analyze the gaps they have discovered, develop strategies, and set priorities.

**LOCAL SCHOOL SYSTEM
CAREER DEVELOPMENT SERVICES
SELF ASSESSMENT**

Key:

- 0 = Indicator not addressed
- 1 = Minimal progress
- 2 = Some progress
- 3 = Moderate progress
- 4 = Fully operational

School System: _____

Date: _____

Individuals, Titles Completing Assessment: _____

Element/Quality Indicator	Assessment of Achievement	Comments/Action to be Taken
<p><u>POLICY</u></p> <p>Goal: School system policies support and encourage career development initiatives.</p> <p>Quality Indicators:</p> <p>School board policies establish planning and preparation for careers as a major goal of education.</p> <p>Established policies serve as the basis for delivery of career development services.</p> <p>Objectives to implement policies are included in the school system's strategic plan.</p>	<p>0 1 2 3 4</p> <p>0 1 2 3 4</p> <p>0 1 2 3 4</p>	
<p><u>STRUCTURE</u></p> <p>Goal: Career development services operate within a defined structure.</p> <p>Quality Indicators:</p> <p>Management responsibility for career development services is defined.</p>	<p>0 1 2 3 4</p> <p>0 1 2 3 4</p>	

**LOCAL SCHOOL SYSTEM
CAREER DEVELOPMENT SERVICES
SELF ASSESSMENT**

Element/Quality Indicator	Assessment of Achievement	Comments/Action to be Taken
<p>Quality Indicators (continued)</p> <p>A career development management team meets regularly and members share responsibility for delivery of career development services.</p> <p>Staffing of career development services is adequate.</p> <p>Support and feedback are regularly sought from constituent groups, including:</p> <ul style="list-style-type: none"> employers families teachers, counselors, other school staff students <p>postsecondary institutions, and</p> <p>community organizations and agencies</p> <p>Measurable student competencies: for example, the National Career Development Guidelines are in place.</p> <p>Methods for documenting student career development competencies are in place and used.</p> <p>Career development services are periodically evaluated and improved.</p> <p>Career development services are structured as a continuum, from pre k – 12, with links to postsecondary institutions and employment.</p>		

**LOCAL SCHOOL SYSTEM
CAREER DEVELOPMENT SERVICES
SELF ASSESSMENT**

Element/Quality Indicator	Assessment of Achievement	Comments/Action to be Taken
Quality Indicators: (continued) Employers receive information about career development services, including opportunities to participate as partners.	0 1 2 3 4	
Teachers, counselors, and other staff members regularly receive career development information.	0 1 2 3 4	
Teachers, counselors, and other staff members have opportunities to complete externship experiences with employers.	0 1 2 3 4	
A system is in place for selecting, purchasing, disseminating, and evaluating career information materials.	0 1 2 3 4	
Every school has developed a continuum of career development activities by grade level and includes who is responsible for carrying out the services, and how student competencies are documented.	0 1 2 3 4	
Every School Improvement Plan contains objectives related to career development.	0 1 2 3 4	
<u>DELIVERY SYSTEM/IMPLEMENTATION</u>		
Goal: Career development services are delivered in a comprehensive and systematic program for all students.	0 1 2 3 4	
<u>Quality Indicators:</u>		
All elementary school students engage in career development activities related to self and career awareness.	0 1 2 3 4	
All middle school students engage in career development activities related to self and career awareness, and career exploration.	0 1 2 3 4	

**LOCAL SCHOOL SYSTEM
CAREER DEVELOPMENT SERVICES
SELF ASSESSMENT**

Element/Quality Indicator	Assessment of Achievement	Comments/Action to be Taken
<p>Quality Indicators (continued)</p> <p>Prior to grade 10, all students have an opportunity to assess or identify their career-related skills, interests, and abilities.</p> <p>All high school students engage in career development activities related to self and career awareness, career exploration, career preparation, and job seeking skills.</p> <p>Career development concepts and activities are integrated into high school Core Learning Goals, including Skills For Success.</p> <p>All high school students have programs of study that are updated regularly and match career interests and goals.</p> <p>At grades 10, 11, and 12, additional career assessments are made available to all high school students.</p> <p>All high school students are enrolled in career clusters and/or pathways.</p> <p>All content areas at all levels include career-related concepts and activities.</p> <p>All teachers at all levels are expected to use career-related content to support student achievement goals.</p> <p>Teachers are trained and act as career advisors.</p> <p>Counselors facilitate career development services for students.</p>		

**LOCAL SCHOOL SYSTEM
CAREER DEVELOPMENT SERVICES
SELF ASSESSMENT**

	Assessment of Achievement	Comments/Action to be Taken
Quality Indicators: (continued) A comprehensive career information delivery system, e.g., VISIONS and/or EXPLORE CAREERS, is used by all middle and high school students.	0 1 2 3 4	
Career resources are available for student use.	0 1 2 3 4	
All students use print, video, and Internet career resources as part of a comprehensive career development program.	0 1 2 3 4	
Family members are trained and involved in helping students with educational and career planning.	0 1 2 3 4	
All students have opportunities to participate in experiential learning activities, for example:	0 1 2 3 4	
career exploration, e.g., job shadowing, information, interviews	0 1 2 3 4	
internships, Cooperative Education	0 1 2 3 4	
All students participate in transition activities to prepare them for employment and/or postsecondary education, for example:	0 1 2 3 4	
Résumé development	0 1 2 3 4	
Interviewing skills	0 1 2 3 4	
Portfolio development, and	0 1 2 3 4	
Meetings with postsecondary and/or employer representatives	0 1 2 3 4	

**POSTSECONDARY
CAREER DEVELOPMENT SERVICES
SELF ASSESSMENT**

Key:

- 0 = Indicator not addressed
- 1 = Minimal progress
- 2 = Some progress
- 3 = Moderate progress
- 4 = Fully operational

Postsecondary Institution: _____

Date: _____

Individuals, Titles Completing Assessment: _____

Element/Quality Indicator	Assessment of Achievement	Comments/Action to be Taken
<p>POLICY</p> <p><u>Goal:</u> College policies support and encourage career development initiatives.</p> <p><u>Quality Indicators:</u></p> <p>College mission incorporates planning and preparation for careers as a major goal.</p> <p>Career planning and preparation objectives are included in the college's strategic plan.</p>	<p>0 1 2 3 4</p> <p>0 1 2 3 4</p> <p>0 1 2 3 4</p>	
<p>STRUCTURE</p> <p><u>Goal:</u> Career development services operate within a defined structure.</p> <p><u>Quality Indicators:</u></p> <p>Management responsibility for career development services is defined.</p> <p>A campus-wide career development management team meets regularly and members share responsibility for delivery of career development services.</p>	<p>0 1 2 3 4</p> <p>0 1 2 3 4</p> <p>0 1 2 3 4</p>	



**POSTSECONDARY
CAREER DEVELOPMENT SERVICES
SELF ASSESSMENT**

Element/Quality Indicator <u>Quality Indicators</u> (continued)	Assessment of Achievement	Comments/Action to be Taken
<p>Support and feedback are regularly sought from constituent groups, including:</p> <ul style="list-style-type: none"> employers faculty members, student development staff and continuing education staff students alumni k-12 education community, and community organizations and agencies. <p>Measurable student competencies: for example, the National Career Development Guidelines are in place.</p> <p>Methods for documenting student career development competencies are in place and used.</p> <p>There is a process in place and used for assessing students' career development status and needs.</p> <p>The college has identified appropriate career development activities for all phases of student involvement with the college, i.e.:</p> <ul style="list-style-type: none"> outreach/recruitment admissions/assessment 		

**POSTSECONDARY
CAREER DEVELOPMENT SERVICES
SELF ASSESSMENT**

Element/Quality Indicator <u>Quality Indicators</u> (continued)	Assessment of Achievement	Comments/Action to be Taken
<p>preparation</p> <p>curriculum</p> <p>student support</p> <p>transition</p> <p>Career development services are periodically evaluated and improved.</p> <p>Career development services link to k-12 education, other postsecondary education, and employment.</p> <p>Employers receive information about career development services, including opportunities to participate as partners.</p> <p>Students, faculty, counselors, and other staff members regularly receive career development information.</p> <p>Faculty, counselors, and other staff members have opportunities to complete externship experiences with employers.</p> <p>Faculty members are trained and act as career advisors.</p> <p>A system is in place for selecting, purchasing, disseminating, and evaluating career development materials.</p> <p>An office is in place for the purpose of coordinating experiential career opportunities for students.</p>		

**POSTSECONDARY
CAREER DEVELOPMENT SERVICES
SELF ASSESSMENT**

Element/Quality Indicator	Assessment of Achievement	Comments/Action to be Taken
<p>Quality Indicators (continued)</p> <p>All students have opportunities to participate in experiential learning activities, for example:</p> <ul style="list-style-type: none"> career exploration job shadowing information interviews Cooperative Education/internships clinical placements community service learning <p>Transition services are in place and available to all students, for example:</p> <ul style="list-style-type: none"> job placement assistance transfer information community referral 		

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Career Technology and Adult Learning
200 West Baltimore Street
Baltimore, Maryland 21201

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact:

Equity Assurances and Compliance Branch
200 West Baltimore Street
Baltimore, Maryland 21201-2595
(410) 767-0426 VOICE
(410) 333-6442 TTY/TDD
(410) 333-2226 FAX

Alternative formats are available by contacting the Maryland State Department of Education, at 410-767-0170.

This publication was produced and printed with federal funding from the Carl D. Perkins Vocational and Technical Education Act of 1998 through the Maryland State Department of Education.

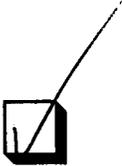


*U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)*



NOTICE

Reproduction Basis



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (3/2000)